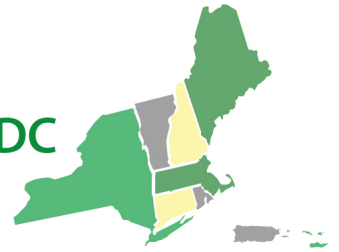




Regional Educational Laboratory at EDC



Bridge Event AGENDA

School Climate and Social and Emotional Learning:
Research, Regional Challenges, and Policy Implications

Tuesday, October 18, 2016
9:00 a.m.–3:30 p.m. ET

The Radisson Hotel
700 Elm Street
Manchester, N.H.

8:30–9:00 a.m.

Registration

9:00–9:15 a.m.

Welcome and Introductions

Virginia M. Barry, PhD, New Hampshire Commissioner of Education;
Co-Chair, REL Northeast & Islands Governing Board
Jill Weber, Director, REL Northeast & Islands

9:15–10:00 a.m.

Keynote Presentation

Cassie Yackley, PsyD, N.H. Licensed Psychologist

10:00–10:30 a.m.

Q&A

Moderated by Diana Wogan, Researcher, REL Northeast & Islands

10:30–10:40 a.m.

Break

10:40–11:30 a.m.

Research, Policy, and Practice Panel Discussion

Moderated by Diana Wogan

Panelists:

Mary Steady, Administrator, Office of Student Wellness, New Hampshire
Department of Education

David Sienko, Director, Office of Students, Community, and Academic Support,
Rhode Island Department of Education

Rhonda Poliquin, Principal, New Suncook Elementary School, Lovell, Maine

Courtney Smith, Teacher, New Suncook Elementary School, Lovell, Maine

Matt Sloane, Deputy Superintendent, Quester III BOCES,
Castleton-On-Hudson, New York

11:30 a.m.–12:30 p.m.

Concurrent Discussion Sessions—Morning

Expanding the Definition of School Success: How the CORE Districts Have Integrated Social-Emotional Learning into their Schools

Richard Fournier, Director of District Partnerships, Transforming Education

Bob LaRocca, Director of Policy and Communications, Transforming Education

Restorative Practices

Erica Bronstein, J.D., Center for Restorative Justice, Suffolk University

The Roots of Social-Emotional Learning: Equipping Educators with the Science and Skills of Interpersonal Relationships and Professional Growth

Dr. Cassie Yackley

12:30–1:15 p.m.

Working Lunch

State-based teams will reflect on how the day's content will impact their practice.

1:15–2:15 p.m.

Concurrent Discussion Sessions—Afternoon

ESSA Policy and Social-Emotional Learning

Richard Fournier

Bob LaRocca

Teachers' Social and Emotional Learning and Teaching Quality

Dr. Patricia Jennings, Associate Professor, Curry School of Education, University of Virginia

State, District, and School Initiatives in Social-Emotional Learning

Matt Sloane

Rhoda Poliquin

Courtney Smith

2:15–3:00 p.m.

State Team Time

State-based teams will continue to reflect on the impacts of the day's content on their practice.

3:00–3:30 p.m.

Reconvene and Wrap-Up

Diana Wogan

Discussion Sessions—Descriptions and Facilitators

Morning Sessions

Expanding the Definition of School Success: How the CORE Districts Have Integrated Social-Emotional Learning into their Schools

Richard Fournier, Director of District Partnerships, Transforming Education

Bob LaRocca, Director of Policy and Communications, Transforming Education

Learn how CORE districts in California opted into a coalition to select, measure, and apply social-emotional learning (SEL) and culture/climate data into their schools. Examine specific examples of how these districts have made SEL part of students' daily lives and how their approach and the lessons learned can assist other districts adopting similar strategies.

Restorative Practices

Erica Bronstein, J.D., Center for Restorative Justice, Suffolk University

This session provides a brief overview of the core concepts and practices of a whole-school approach to restorative justice. Through video and experiential activity, participants will have a window into circle practice. We will also provide preliminary research findings that show promising results for restorative practices in reducing racial disparities in discipline, reducing suspensions, and improving school climate and academic outcomes.

The Roots of Social-Emotional Learning: Equipping Educators with the Science and Skills of Interpersonal Relationships and Professional Growth

Dr. Cassie Yackley

This session will focus on trauma-sensitive schools in New Hampshire, including Dr. Yackley's work teaching educators the science of relationships to help equip them with the skills for effective relationship intervention.

Afternoon Sessions

ESSA Policy and Social-Emotional Learning

Richard Fournier, Director of District Partnerships, Transforming Education

Bob LaRocca, Director of Policy and Communications, Transforming Education

The reauthorization of the federal education law, the Every Student Succeeds Act (ESSA), has brought attention to social-emotional learning and other non-academic factors with the requirement that state accountability systems include a nonacademic indicator of school quality. Discuss what and how ESSA provisions might help districts in meeting the social and emotional learning needs of students. We'll also discuss how some states are currently framing policy around ESSA.

Teachers' Social and Emotional Learning and Teaching Quality

Dr. Patricia Jennings, Associate Professor, Curry School of Education, University of Virginia

At its core, teaching is an emotional practice. The social and emotional dynamics of the classroom play a key role in promoting student learning and fostering prosocial behavior. Drawing upon basic and applied research in the fields of neuroscience, psychology, and education, this session will provide valuable information about how mindfulness-based approaches can help teachers manage the stressful demands of the classroom, cultivate an exceptional learning environment, and revitalize teaching and learning. Participants will learn simple mindful awareness practices for managing stress and promoting wellbeing and will learn how to introduce mindfulness-based practices to their student to support learning.

State, District, and School Initiatives in Social-Emotional Learning

Matt Sloane, Deputy Superintendent, Questar III BOCES, Castleton-On-Hudson, New York

Rhonda Poliquin, Principal, New Suncook Elementary School, Lovell, Maine

Courtney Smith, Teacher, New Suncook Elementary School, Lovell, Maine

Learn about social and emotional learning initiatives around the region, including brain-based learning at the Questar III BOCES in New York and Learning through Experiential and Authentic Practices (LEAP) in Maine, a standalone, all-day classroom for students with social and emotional problems.